(*b*), (*e*) and (*f*) of Section 99 of the Mysore Land Revenue Code, to be exercised within the limits of the Inam Village Sarvamanya Mandanahalli, Mysore Taluk:—

(*b*) To attach the property of persons making default in the payment of land revenue or rent due to you in the said village.

(*e*) To receive notices of relinquishment under Section 71 and to determine the date up to which such notices shall be received as in that section provided, and

(*f*) To take measures for the maintenance and repair of boundary marks in the manner provided for Survey Officers in section 130.

II. The abovementioned powers delegated to you are vested in you during the pleasure of and subject to recall, by the Government of His Highness the Maharaja of Mysore.

By Order,
S. ABDUL WAJID,
*Secretary to Government,*
*Development Department.*

## GENERAL SECRETARIAT

**Sanctions the Training Courses for Primary School Teachers.**

READ—

Letter No. 375, dated 7th April 1933, from the Director of Public Instruction in Mysore, submitting proposals for the revision of the Training Courses for Primary School Teachers.
(Printed in extenso).

ORDER NO. E. 5-6—EDN. 305-32-3, DATED CAMP, MYSORE, THE 7TH JUNE 1933.

The Director reports that considerable dissatisfaction has been felt for some time about the Lower Secondary Training Courses now existing, as the initial qualifications of persons admitted to these courses are too low on the cultural side to make them really competent teachers, while the professional curriculum is somewhat above their heads. Further, he considers that there is considerable wastage in that a fairly large number of those who have passed through the Lower Secondary Training Course are again deputed for the Upper Secondary and subsequently for the Upper Secondary Training Course, and thus spend five years at one training institution or other. The Director, therefore, thinks it necessary to avoid multiplication and duplication of courses of training while it is no less imperative to raise the standard of qualification possessed by the teachers in Primary Schools. He accordingly proposes a single course of training for three years with a view to provide an adequate course, cultural and professional, for teachers already engaged in work in Primary Schools as well as for those who aspire for posts in these schools. The subjects for study proposed are the following:—

(*a*) *General.*—(1) Vernacular—Kannada or Urdu; (2) Mathematics; (3) Elementary Science including Biology; (4) History, Geography and Civics; and (5) one of the following subjects, *viz.*, Nature Study and Agriculture, a Handicraft, Rural Economics and Sociology, Domestic Science, Music, or Physical Training.

(*b*) *Professional Subjects.*—Principles of Education, Methods of Teaching, School Management, Black-board Work and Practice of Teaching.

Instruction in the Training Course is to be in the vernacular—Kannada or Urdu.

It is shown, further, that the proposed revision of the training course would result in the revision of the scheme of deputations to the training institutions and also of stipends in them. The details are furnished in Appendixes B and C to the Director's letter. The revision of the scheme of deputations and stipends will not affect the grant of the special allowances now being given to Adikarnatakas and Women teachers. It is reported that the proposals as summarised in Appendix D to the Director's letter, will result in a saving of about Rs. 43,000 in the next year's budget and the

saving will be more pronounced during 1934-35 and the cost going back to the normal in the year 1935-36.

Government consider that the proposals made by the Director are suitable and are calculated to improve the efficiency of teachers in Primary Schools and also avoid duplication of the courses of training resulting in wastage. They are accordingly pleased to approve of the proposals with effect from the school year 1933-34.

H. V. RAMASVAMI,
*Secretary to Government,*
*General Department.*

## ANNEXURES.

*Letter No. 375, dated Bangalore, 7th April 1933, from N. S. Subba Rao, Esq., M.A., Bar.-at-Law, Director of Public Instruction in Mysore, Bangalore, to R. Ranga Rao, Esq., B.A., B.L., General Secretary to the Government of His Highness the Maharaja of Mysore, Bangalore.*

SIR,

I have the honour to address Government on the necessity for a revision of the existing courses in teachers' training with a view to simplification and efficiency. At present the department provides three courses in training :—

(*i*) *The Under-Graduate Training.*—Admission to this is open to those who have passed the S. S. L. C. Examination, and the purpose of which is to train teachers for the Middle Schools. The medium of instruction and the examination are both in English.

(*ii*) *The Upper Secondary Training.*—This is a professional course open to those who have passed the Upper Secondary Examination, which broadly corresponds to the S. S. L. C. Course, the essential difference being that the medium of instruction and the examination are both in the Vernacular. The Upper Secondary Training is also intended to provide teachers in the main for Middle Schools in subjects other than English.

(*iii*) *The Lower Secondary Training.*—The recruits for this course are successful candidates in the Vernacular Lower Secondary Examination and the successful completion of this course is considered necessary for efficient teaching in Primary Schools.

The department provides instruction for the Lower Secondary Training for two years, for the Upper Secondary Training for a period of one year and also for the Upper Secondary for a period of two years. Instruction is provided in these three courses both in Kannada and in Urdu. The Training College, Mysore, provides for instruction for the Lower Secondary Training (Urdu and Kannada), Upper Secondary and U. S. Training (Urdu and Kannada), and also for the Under-Graduate Training. The Women's Training College, Mysore, provides instruction in Lower Secondary Training (Kannada), Upper Secondary (Kannada), Upper Secondary Training (Kannada), as well as Under-Graduate Training. The Normal Schools at District Headquarters at Bangalore, Tumkur, Hassan, Chitaldrug and Shimoga, provide instruction for the Lower Secondary Training in Kannada and those at Tumkur and Shimoga also provide instruction for the Upper Secondary Examination in Kannada. The Zenana Normal School, Mysore, provides for Lower Secondary Training and Lower Secondary Courses in Urdu. The numbers at the several institutions for the several courses excepting the Under-Graduate Training are given in Appendix A.

Considerable dissatisfaction has been felt for some time with these courses, and mainly for two reasons. The first is from the side of efficiency. It has been felt that the initial qualification of the persons admitted to the Lower Secondary Training Course is too low on the cultural side to make them really competent teachers, while the professional curriculum is somewhat above their heads. The result is they are ill-equipped both for the course of study as well as for the teaching work that lies ahead of them. The extension of the Lower Secondary Training Course to one of two years was certainly a great improvement, but seeing that a large number of those who are members of these classes have passed the Vernacular Lower Secondary Examination from rural schools or by private study offering only four subjects, makes it really difficult to give them an adequate supplement to their poor initial equipment. The second consideration is that there is considerable wastage in that a fairly large number of those who have passed through the Lower Secondary Training Course are again deputed for the Upper Secondary and subsequently for the Upper Secondary Training Course, and thus spend five years at

one training institution or other. The professional side of the training, which was too hard for them in the Lower Secondary Training Course is practically repeated in the later years. An important consideration that has come to prominence more recently is that whereas it was necessary to train some of those who had passed the Lower Secondary Training Examination by further instruction to enable them to qualify for posts in Middle Schools, such arrangement has become unnecessary now, because transfers from Primary Schools to Middle Schools have become, and will become, comparatively rare on account of the transfer of Primary Schools to the control of Local Education Authorities. There is the further consideration that the necessary supply of qualified teachers for Middle Schools can now be obtained from the large number of graduates the University is turning out, while successful candidates at the S. S. L. C. Examination are also available in abundance. There is, at present, the important consideration that successful candidates in the Upper Secondary Examination have a better command of the Vernacular, and will therefore be more useful in our Middle Schools than holders of the Secondary School Leaving Certificate, but as the vernacularisation of instruction in High Schools makes progress, this advantage on the side of the Upper Secondary candidates will disappear.

Therefore, it is necessary on the one side to avoid the multiplication and duplication of courses of training, while it is no less imperative to raise the standard of qualifications possessed by the teachers in the Primary Schools. In fact it may now be considered to be the main task, if not the only task, of the training institutions under the department to provide suitable training for teachers in our Primary Schools. The University will provide trained graduates for our High Schools as well as for the higher posts in Middle Schools and for the Inspectorate, while the Post-Intermediate Teaching Diploma may be expected to meet the several needs of our Middle Schools. Logically, therefore, it may be argued, there is no room for the Under-Graduate Training Course in this order of things, but as the University has not yet provided for instruction for the Post-Intermediate Diploma, the Under-Graduate Training may be allowed to continue for some time to come, and the suggestion made for extending the course to two years with a view to making this class of teachers more efficient will be examined and a reference made to Government in due course. The present communication is limited to a reorganization of the Vernacular courses in such wise as to provide a single course of three years, whose main purpose will be to provide an adequate course, cultural and professional for teachers already engaged in work in our Primary Schools as well as for those who aspire for posts in these schools.

There is general agreement that the course should be one of *three* years, two of which should be given to general education and the third to professional studies. It need not necessarily be divided into two distinct courses of the nature indicated, and cultural and professional studies may be carried on side by side in the later two years. Instruction will be given in the Vernacular, and the Vernaculars will naturally be Kannada and Urdu.

When we approach the list of subjects to be studied, important differences arise apart from the necessity of some variation in the subjects to be studied by men and women, respectively. There is a marked tendency to include in the general group a large variety of subjects under the laudable ambition of providing the rural teacher with comprehensive training for his role not merely as a teacher in the school room but also as a leader of his environment. Thus in addition to the Vernacular, Mathematics, Science, History and Geography, which are accepted by all, various suggestions are made to include several subjects such as Agriculture, Scouting, Hygiene, Sanitation and First-Aid, Rural Economics and Sociology, Music, Handicrafts, Physical Culture, Sex Hygiene, etc., etc. It is evident that unless the course is to be a sort of hotchpot and unduly heavy and incapable of yielding any definite result, a number of these subjects, however important and even relevant they might be for the work of the teacher in rural areas, cannot find a place in the curricula and be the subject of examination at the end of the course.

In this connection, it is interesting to note the suggestions made in a similar context by a Departmental Committee in Great Britain on the training of rural teachers. The Committee, in their exploration of suitable curricula, start by enunciating the proposition that the work of the country districts should be more definitely envisaged and more specifically provided for than hitherto, though they also note that there was much diversity as to the desirability of adopting any special measures of training and education for rural teaching and even in regard to specialised courses of any kind. The list of subjects which they consider should be taught as part of the training course include the Vernacular of the country, History, Geography, Mathematics and Science. They emphasise the need for a study of Biology and regard the inclusion of the subject as essential. They also recommend some study of rural life under the caption of Rural Sociology or Rural

Economics. They also draw attention to a large group of what are called semi-professional and practical subjects which have suffered some neglect in recent years in certain training institutions, *viz.*, Gardening, Handicrafts, House-craft, Drawing and Music. They point out that these subjects will become a more vital and significant feature of school curricula in the future and lay down that these subjects should command the respect of the student during his training career and provide a foundation for specialised work or study at a later period. They conclude by a reference to the theory and practice of teaching which would naturally form an essential part of the course.

The general group of subjects should certainly include the following :—(1) A Vernacular, (2) Mathematics, (3) Elementary Science including Biology, (4) History, Geography and Civics. We come now to the group of subjects whose importance is undoubted, but the *possibility* of whose inclusion is doubted by many competent educationists. These are Agriculture, Hygiene and Sanitation, Rural Economics, Physical Training, Handicrafts, Music and Domestic Subjects. I consider that it is possible to add a fifth subject to include a number of optionals to be selected from, according to the aptitude of the candidates concerned, and this group should include Rural Economics and Sociology, Nature Study and Agriculture, a Handicraft, Physical Training, Domestic Science and Music. Other subjects like Hygiene and Sanitation, Scouting, Bharata Reading may be provided in the institutions as circumstances permit and made the subject of study without the obligation of offering them for the examination.

The professional subjects would include the following:—Principles of Education, Methods of Teaching, School Management, Blackboard Work and Practice of Teaching.

I should like the above list of subjects to be kindly sanctioned provisionally, and as experience is gained, an attempt will be made to recast the course to suit local conditions.

An important suggestion that has been made is that the training institutions should be located in a rural environment, so that the candidates under training should live under conditions of life which would be theirs in the years following the training. There is a great deal to be said for this suggestion, and if conditions were favourable, I should have proposed the transfer of most of our training institutions from the present localities to favourable areas like Hebbur, Hiriyur, Chintamani, etc. Unfortunately, it is out of question to provide the necessary buildings and other conveniences at these places. Therefore, no proposal is made in this behalf at present, and the question resolves itself into how far the changes suggested above can be brought into operation in the institutions at the places they are located in now. So far as the Training Colleges at Mysore and the Normal Schools at Tumkur and Shimoga are concerned, there is already staff now to run concurrently a two-year Lower Secondary Course and a two-year Upper Secondary Course. There is also provision for a one-year Upper Secondary Training Course at the Training Colleges. Therefore, it will be possible in these institutions to run a three-year Vernacular Course without any additional staff. The case of the Normal Schools at Bangalore, Chitaldrug and Hassan is different. In these schools, there will be, when the scheme comes into full operation, three classes as against two classes at present,—which will mean an extra work of 34 periods a week. This requires two extra teachers. Even as it is, the Normal Schools at Bangalore, Hassan and Chitaldrug, are understaffed as shown below:—

*Total Periods of Work.*

| | | |
|---|---|---|
| 1st year class | .. .. | 34 periods. |
| 2nd year class | .. .. | 34 do |
| Extra periods for bifurcation of classes for Practice in Teaching | .. | 10 periods. |
| | | 78 periods. |

*Number of Teachers.*

| | | |
|---|---|---|
| Head Master | .. .. | 1 |
| Assistant Masters | .. | 2 |
| Drawing Master | .. | 1 |
| Total | | 4 |
| Part-time Music Master | .. | 1 |
| (Total number of Teachers) | .. | 5 |

Deducting 15 periods for Drawing and Music, and about 14 periods for the Head Master, there will still be 49 periods of work, which will have to be managed by two teachers, giving each of them 25 periods of work. This is no doubt excessive, especially

in a training institution where correction of exercises and preparation of notes of lessons etc., are very important factors. Therefore, an extra teacher is necessary to each of these schools immediately. It is proposed that the hands that can be saved in the two Normal Schools at Tumkur and Shimoga and in the Training College should be utilised for giving an extra teacher to each of the other three Normal Schools immediately. When the three classes come into existense in the final year, another teacher will be necessary for these schools. Arrangements will be made to provide these extra hands without any extra cost, by a suitable readjustment of the staff.

The number of classes that will be in operation during the years 1933-34 and 1934-35 in each of the six training institutions is given below:—

| | *1933-34.* | *1934-35.* |
|---|---|---|
| Training Colleges and the Normal Schools at Tumkur and Shimoga. | 2nd year L.S.T.<br>2nd year U. S.<br>1st year class of the new scheme. | 1st and 2nd year of the new scheme. |
| Normal Schools at Bangalore, Chitaldrug and Hassan. | 2nd year L.S.T.<br>1st year of the new scheme. | |

An important consideration is the necessity of equipping the Zenana Normal School at Mysore, with the necessary staff to run a three-year course, which will not only be longer but also higher in standard than the present Lower Secondary Training Course. It is the opinion of all departmental officers that had anything to do with the institution either in regard to administration or in respect of examinations that the present staff of the institution is not competent even for the Lower Secondary Training Course, and the weakness is specially pronounced in the case of Science. It will be necessary to make considerable changes in the staff and make at least one important addition to the staff, a lady graduate in Science subjects. It will be remembered that for some time, there has been a persistent demand for the opening of Upper Secondary Classes for Mahomedan ladies, and in order to facilitate the institution of such classes, attempts were made to obtain the services of a qualified lady graduate from Northern India. So far, the results have been discouraging as the Registrars of several Northern Indian Universities have replied that no Urdu knowing lady has graduated with Science subjects. It is possible, therefore, that an attempt to convert the Lower Secondary Training Course at the Zenana Normal School into the new three-year course will be hampered for want of a qualified lady graduate in Science. It may be necessary in that case to continue the Lower Secondary Training Course only in the case of Mahomedan lady teachers, but every effort will be made to obtain for the institution the services of a lady graduate in Science subjects.

Another question that has to be considered in this connection is the effect on the number of deputations to be made annually. At present, the numbers deputed to the different courses are shown in Appendix B.

In future, from 1933-34, if the scheme is sanctioned, deputations, will be only for the first year of the single course and also to the surviving Under-Graduate Training Course. The number to be deputed to the different institutions in 1933-34 is shown in Appendix B. For the year 1934-35, the number will be two-thirds the normal number, and from 1935-36 onwards, the numbers will be the full number provided.

It may also be pointed out that a revision of the courses now offered in our training institutions on the lines suggested above will present one difficulty, and that is the following: at present, admissions to the Moulvi and the Pandit courses are made from applicants who have passed the Upper Secondary Examination, and under the revised rules, it is made a condition that they shall have taken the respective classical language as one of their subjects at the Upper Secondary Examination if they want to proceed to these higher examinations. There is some complaint already that the departmental deputations do not always succeed in supplying these higher classes with the right kind of pupils. The inability to pursue the course of study prescribed for the Moulvi and the Pandit Examinations may become more pronounced if the Upper Secondary Course as such is abolished. This, no doubt, is an important consideration to be borne in mind, but in support of the revision proposed above, two considerations may be advanced. One is that the main purpose of the training institutions is to supply teachers for our schools and not so much prepare Moulvis and Pandits, the need for whom is bound to be limited. Secondly, the University is now supplying us with M.A's. in Kannada and although the Pandit type has its place in the educational economy, opinion is gaining ground that one who has taken the M.A. Degree in Kannada can cope with the teaching work in Kannada in our schools just as efficiently as the Pandit. The real difficulty is with regard to the Moulvi Examination. A suggestion was made some time ago that the University might take over the Moulvi course with the corresponding staff, but the difficulty arises on account of the fact that

the Moulvi course includes a considerable amount of theology. The only compromise is, therefore, to provide a supplementary course of training for a year for those who want to proceed to this higher examination, and that cannot be considered an additional burden seeing that even under the present conditions, a person aspiring to enter these classes would spend at least four years after passing the Lower Secondary Examination. The fitting in of these courses into our general courses has always presented considerable difficulties, and the question may receive separate consideration.

Another consideration deserving attention in this connection is the effect of the new course on Aided Training Institutions, *viz.*, the one in Bangalore. There will be no difficulty as regards the first two years, *viz.*, 1933-34 and 1934-35, since the number of classes continue unaltered. But from the year 1935-36 onwards, the School will have to maintain an extra class, and the grant to the institution may have to be enhanced. But this is comparatively a small matter, and may receive attention when the question actually arises.

Briefly, the recommendations to which sanction of Government is requested are—

(i) The abolition of the Lower Secondary Training, Uppper Secondary and Upper Secondary Training Courses.

(ii) Provision of a single Vernacular Training course of three years' duration.

(iii) Prescription of the following subjects of study for this Vernacular course:—

GENERAL SUBJECTS.

(*a*) A Vernacular—Kannada or Urdu—, (*b*) Mathematics, (*c*) Elementary Science including Biology, (*d*) History, Geography and Civics, (*e*) *An Optional Subject.*—Nature Study and Agriculture, a Handicraft, Rural Economics and Sociology, Domestic Science, Music or Physical Training.

PROFESSIONAL SUBJECTS.

Principles of Education, Methods of Teaching, School Management, Black-board Work and Practice of Teaching.

(iv) Addition of an Urdu-knowing lady Science graduate to the staff of the Zenana Normal School.

(v) A revised scheme of deputations to the training institutions as shown in Appendix B.

(vi) A revised scheme of *stipends* as given in Appendix C.

(vii) The continuation of the special allowances sanctioned to Adikarnataka and women teachers.

The financial implications of the proposals are summarised in Appendix D, and it will be seen that there will be an acutual savings of about Rs. 43,000 in the next year's Budget as against an anticipated savings of Rs. 36,500 in the current year. The savings will be more pronounced in the year 1934-35, and the position will swing back to the normal in the year 1935-36.

It may be added that the revision of the training courses has been under consideration for several years past, and a number of Committees have discussed the matter and submitted reports. On one or other of these Committees, the Deputy Directors, Heads of Training Institutions, and reitred officers of experience like Mr. D. Venkataramaiya, have served. Their unanimous recommendation has been that the courses should be simplified, and as proposed above, a single course of three years should be instituted. The matter has, therefore, received full consideration, while the proposals adumbrated above have, in the main, received unanimous support.

Since it is proposed to institute the new course with the commencement of the next school year, it is requested that very early sanction be kindly given to the proposals made.

## APPENDIX A I—KANNADA.

### Number deputed and rate of substitutes' allowance.

| Institutions | U. S. T. | | U. S. | | L. S. T. | | Total | | Revised | |
|---|---|---|---|---|---|---|---|---|---|---|
| | No. | Rate | No. | Rate | No. | Rate | No. | Rate | No. (per year) | Rate |
| | | Rs. | | Rs. | | Rs. | | Rs. | | Rs. |
| Training College ... ... | 35 | 13 | 76 | 13 | 60 | 13 | 171 | 13 | 57 | 13 |
| District Normal School, Tumkur ... | ... | ... | 24 | 13 | 60 | 13 | 84 | 13 | 28 | 13 |
| Do do Shimoga ... | ... | ... | 24 | 13 | 60 | 13 | 84 | 13 | 28 | 13 |
| Do do Bangalore ... | ... | ... | ... | ... | 60 | 13 | 60 | 13 | 20 | 13 |
| Do do Chitaldrug... | ... | ... | ... | ... | 60 | 13 | 60 | 13 | 20 | 13 |
| Do do Hassan ... | ... | ... | ... | ... | 60 | 13 | 60 | 13 | 20 | 13 |
| Do do Kolar* ... | ... | ... | ... | ... | 60 | 13 | 60 | 13 | 20 | 13 |
| Maharani's Training College, Mysore. | 2 | 14+5 | 12 | 14+5 | 30 | 14+5 | 44 | 14+5 | 15 | 14+5 |

* Since abolished. Provision to be distributed among other schools according to need.

## APPENDIX A II—URDU.

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Training College ... ... | 5 | 13 | 40 | 13 | 50 | 13 | 95 | 13 | 32 | 13 |
| | | | | (LOWER SECONDARY.) | | | | | | |
| Zenana Normal School, Mysore ... | ... | ... | 12 | 14+5 | 12 | 14+5 | 24 | 14+5 | 8 | 14+5 |

## APPENDIX B.

### Statement showing the number of deputations—present and proposed.

| | Men | | | | | | Women | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Kannada | | | Urdu | | | Kannada | | | Urdu | |
| | U. S. T. | L. S. T. | U. S. | U. S. T. | L. S. T. | U. S. | U. S. T. | L. S. T. | U. S. | L. S. T. | L. S. |
| No. of substitutes for whom there is provision in the Budget:— | | | | | | | | | | | |
| 1. For full course ... | 35 | 420 | 124 | 5 | 50 | 40 | 2 | 30 | 12 | 12 | 12 |
| 2. For one year ... | 85 | 210 | 62 | 5 | 25 | 20 | 2 | 15 | 6 | 6 | 12 |
| Number actually selected in 1932-33 who will be in the senior course during 1933-34. | 31 | 164 | 56 | 5 | 19 | 19 | 1 | 12 | 6 | 13 | |
| Number to be selected in 1933-34 being one-third of the provision available. | 101 ... | 794 193 | 242 ... | 82 | | | 15 | | | 8 | |
| Total for 1933-34 ... | ... | 444 | ... | 75 | | | 34 | | | 21 | |

## APPENDIX C.

### Statement showing the number of stipends—present and proposed.

| | Kannada | | | | | | Urdu | | | Total | Proposed (per annum) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | U. S. T. | | L. S. T. | | U. S. | | L. S. T. | | L. S. | | |
| | | | No. | Rate | | | No. | Rate | | | |
| | | | | Rs. | | | | Rs. | | | |
| Training College, Mysore ... | ... | ... | 9 | 7 | ... | ... | 5 | 7 | ... | Kannada 18 | 6 (Rs. 7) |
| | | | 9 | 7½ | | | 5 | 7½ | | Urdu 10 | 3 (Rs. 7) |
| Normal Schools ... ... | ... | ... | 54 | 7 | 20 | 7 | ... | ... | ... | 148 | 50 (Rs. 7) |
| | | | 54 | 7½ | 20 | 7½ | | | | | |
| Maharani's Women's Training College. | 5 | 9 | 9 | 9 | 35 | 9 | ... | ... | ... | 49 | 16 (Rs. 9) |
| Aided Normal Schools ... | ... | ... | 9 | 9 | ... | ... | 7 | 9 | ... | 16 | 5 (Rs. 9) |

Savings in 1933-34— 3×7= 21
2×7= 14
24×7=168
8×9= 72
3×9= 27

302 per mensem or Rs. 302×12=Rs. 3,624 per annum.

## APPENDIX D I.

### Savings—(Substitutes' Allowances).

| Items | 1933-34 | | | | 1934-35 | | | |
|---|---|---|---|---|---|---|---|---|
| | Kannada | | Urdu | | Kannada | | Urdu | |
| | Men | Women | Men | Women | Men | Women | Men | Women |
| 1. Number of substitutes for whom there is provision in the Budget. | 579 | 44 | 95 | 24 | 579 | 95 | 95 | 24 |
| 2. Number of substitutes that will be required for the years. | 444 | 34 | 75 | 21 | 386 | 30 | 64 | 16 |
| 3. Number of substitutes' allowances that will not be utilised. | 135 | 10 | 20 | 3 | 193 | 14 | 31 | 8 |
| 4. Savings per month ... ... | 135×13 =1,755 | 10×19 =190 | 20×13 =260 | 3×19 =57 | 193×13 =2,509 | 14×19 =266 | 31×13 =403 | 8×19 =152 |
| 5. Savings per annum ... ... | 21,060 | 2,280 | 3,120 | 684 | 30,108 | 3,192 | 4,836 | 1,824 |
| Total Savings ... | Rs. 27,144 | | | | Rs. 39,960 | | | |

## APPENDIX D II.

### Aided Schools.

| Items | 1933-34 | 1934-35 |
|---|---|---|
| Number of substitutes for whom there is provision in the Budget (Kannada and Urdu). | 74 | 74 |
| Number of substitutes that will be required ... ... | 53 | 50 |
| Number of substitutes' allowance that will not be utilised ... | 21 | 24 |
| Savings per month and per year ... ... ... | 21×11=Rs. 231 or 2,772 | 24×11=Rs. 264 or 3,168 |

*N. B.*—(1) This year, a savings of about Rs. 36,000 has been taken credit for under substitutes' allowances and allowances to aided school teachers (including deputations to the U. G. T. Course). In the Budget Estimates under the new scheme next year there will be an actual saving of Rs. 30,000 (Rs. 29,916 actually as shown above) and to this should be added a saving of about Rs. 5,000 being the allowances for the last two months in the year, of students who will leave the training institution after the examination in March 1934 and a further saving of about Rs. 5,000 on account of absentees, etc., in the course of the year and thus the savings of Rs. 36,000 taken credit for will be more than realised.

2. The actual figures for stipends to private students are not available, but Appendix C will make it clear that there will be clear savings of about Rs. 3,600 on the normal provision under this head.